

281—62.4 (256,279) Identification of a student as having a substantial deficiency in reading. A school district shall follow this rule in determining whether a student in kindergarten through grade three has a substantial deficiency in reading.

62.4(1) *Definition of “substantial deficiency in reading.”* A school district shall determine that a student has a “substantial deficiency in reading” if, based on the requirements of this chapter, the student’s reading is below a standard set on an approved assessment pursuant to subrule 62.2(6) and the student’s progress on a measure that meets the requirements of this chapter is minimal.

62.4(2) *Determination of a substantial deficiency in reading.*

a. In initially determining whether a student has a substantial deficiency in reading as defined in subrule 62.4(1), the school district shall consider assessments referred to in rule 281—62.2(256,279) and subrule 62.3(1) or teacher observations that meet the criteria referenced in subrule 62.3(4).

b. In determining whether a student continues to have a substantial deficiency in reading, a school district shall consider assessments referred to in rule 281—62.2(256,279) and subrule 62.3(1), with specific attention given to progress-monitoring results under subrule 62.2(3).

62.4(3) *Services offered to all students with a substantial deficiency in reading.* A school district shall provide intensive reading instruction to any student who exhibits a substantial deficiency in reading, as defined in subrule 62.4(1). A school district shall continue to provide the student with intensive reading instruction until the reading deficiency is remediated. All services provided under this subrule shall comply with rule 281—62.6(256,279).

62.4(4) *Notice to parents.* The parent or guardian of any student in kindergarten through grade three identified as having a substantial deficiency in reading, as defined in subrule 62.4(1), shall be notified at least annually in writing of the following:

- a.* That the child has been identified as having a substantial deficiency in reading;
- b.* A description of the services currently provided to the child;
- c.* A description of the proposed supplemental instructional services and supports that the school district will provide to the child that are designed to remediate the identified area of reading deficiency; and
- d.* Strategies for parents and guardians to use in helping the child succeed in reading proficiency, including but not limited to the promotion of parent-guided home reading.